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## Module 7A

# Grade Two Thematic Participate and Be Active



Home Instructor's Guide: Days 1–9  
and  
Assignment Booklet 7A



Learning  
Technologies  
Branch

**Alberta**  
LEARNING

Grade Two Thematic  
Module 7A: Participate and Be Active  
Home Instructor's Guide: Days 1–9 and Assignment Booklet 7A  
Learning Technologies Branch  
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**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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## Module 7A: Participate and Be Active

The focus of this module is on participating and being active. This includes participating in the community and customs and traditions of various cultures in addition to being physically active.

The physical education component will focus on games and dances. Music and Movement lessons focus on dance and physical participation. The student will sing a traditional song, sing in French, and sing songs focusing on celebration.

The student will be reading and talking about selections related to family and heritage traditions in the book *Let the Feast Begin* and in various other selections. The focus will be on celebrations, food, clothing, and games.

In addition, the student will study science Topic B: Buoyancy and Boats. Many objectives of other subject areas are fulfilled through science activities.

Consider enrolling the student in gymnastics, skating, martial arts, or dance classes. Not only would such lessons nicely supplement this module, they would help form a good foundation for and appreciation of fitness for life. You may wish to inquire about lessons available locally.

### Reading Resources

As with the other modules, basic reading resources for this module are provided. In addition, it is recommended that you and the student visit the library to borrow the suggested books in the following list to augment the student's learning.

**The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category.** Any of the "Books to Be Read Aloud" can be shared with the student during Story Time.

#### Day 1 to Day 3

##### Books to Be Read Aloud

*Claude Has a Picnic* by Dick Gackenbach  
*Houses Around the World* by Godfrey Hall  
*I Got Community* by Melrose Cooper  
*Eskimo Boy: Life in an Inupiaq Eskimo Village* by Russ Kendall

##### Books to Be Read Alone or with a Partner

*Community Helpers from A to Z* by Bobbie Kalman  
*One Nose, Two Hands: Una Nariz, Dos Manos (Hand in Hand)* by Jocelyn Graeme  
*This Is My House* by Arthur Dorros  
*Work* by Ann Morris

**Day 5 to Day 7**

**Books to Be Read Aloud**

*Africa Dream* by Eloise Greenfield  
*Chin Chiang and the Dragon's Dance* by Ian Wallace  
*Lights for Gita* by Alice Priestley  
*Treasure Hunt* by Lorinda Bryan Cauley

**Books to Be Read Alone or with a Partner**

*Back to the Cabin* by Ann Blades  
*The Dancing Dragon* by Marcia K. Vaughan  
*Light the Candle! Bang the Drum!: A Book of Holidays Around the World* by Ann Morris  
*My First Kwanzaa Book* by Deborah M. Newton Chocolate

**Stories for Day 5**

*The Keeping Quilt* by Patricia Polacco  
*The Patchwork Quilt* by Valerie Flournoy

**Day 9**

**Books to Be Read Aloud**

*Folk Rhymes from Around the World* by Evelyn Neaman (Editor)  
*Let's Play: Traditional Games of Childhood* by Camilla Gryski  
*Street Rhymes Around the World* by Jane Yolen (Editor)  
*The Token Gift* by Hugh Williams McKibbin  
*Hopscotch Around the World* by Mary D. Lankford  
*Games with Sticks, Stones, and Shells* by Ruth Oakley  
*Marbles: 101 Ways to Play* by Joanna Cole

**Books to Be Read Alone or with a Partner**

*Anna Banana: 101 Jump-Rope Rhymes* by Joanna Cole  
*Jewels: Children's Play Rhymes* by Shelley Harwayne  
*Sari Games* by Naina Gandhi  
*Toys and Games Around the World* by Godfrey Hall

**Other Books About Games**

*Jump!* by Michelle Magorian  
*Red Hot Peppers with Speed Rope: The Skookum Book of Jump Rope Games, Rhymes, and Fancy Footwork* by Bob Boardman

**Other Books to Read with the Student**

*The Quilt Story* by Tony Johnston

*The Rag Coat* by Lauren Mills

*Tony's Bread: An Italian Folktale* by Tomie dePaola

**Internet Sites**

The following websites feature a variety of books at the student's reading and interest level:

- <http://www.bookadventure.org>
- <http://www.scholastic.ca>

**Videos**

*Active Kids: Anytime, Anyplace* (OPHEA)

*Play Along Games and Songs*, Sesame Street Video

**Computer Software**

Search *The 2000 Canadian Encyclopedia Student Edition* for information about traditions and festivals.

To research holidays, customs, and traditions around the world, use the following website:

<http://www.kidlink.org/KIDPROJ/MCC>

For a list of games and their rules, the student could search the following website:

<http://www.gameskidsplay.net>

**Music Resources****Day 3 to Day 6****Tapes/CDs**

"May Your Dreams Come True," Markus: *Bright Sunny Days*

"When You Wish Upon a Star," Cliff Edwards/Disney Studio Chorus, *Pinocchio Sound Track*

"What Would It Be Like?" Kim and Jerry Brodey: *Can You Hear My Voice?*

"Starlight Starbright Medley," Sharon, Lois, and Bram: *Songs for Round the Campfire*

"A Dream Is a Wish Your Heart Makes," Michael Bolton: *Simply Mad About the Mouse*

**Books/Stories/Poems**

*Til All the Stars Have Fallen: A Collection of Poems for Children* selected by David Booth  
*Dreamcatcher* by Audrey Osofsky  
*Twinkle, Twinkle Little Star: A Lullaby Book with Lights and Music* by Jannat Messenger  
*Where the Sidewalk Ends: Poems and Drawings* by Shel Silverstein  
*The Three and Many Wishes of Jason Reid* by Hazel J. Hutchins

**Films/Videos**

*The Wish Giver*, New York: Macmillan/McGraw Hill School Publishing  
*The Wizard of Oz*, MGM  
*Pinocchio*, Walt Disney

**Science Resources**

The following are additional resources for teaching about boats and buoyancy:

*Who Sank the Boat?* by Pamela Allen  
*Boats* by Byron Barton  
*Danger—Icebergs!* by Roma Gans  
*Float and Sink (Simple Science)* by Maria Gordon  
*Boats* by Ken Robbins  
*Boats* by Anne F. Rockwell  
*Miss Fishley Afloat* by Staunton  
*Zoom at Sea* by Tim Wynne-Jones  
*Science Book of Water* by Neil Ardley  
*Is It Floating?, Floating and Sinking, What Will Float?* by Fred and Jeanne Biddulph  
*Starting Science: Floating and Sinking* by Kay Davies and Wendy Oldfield  
*Liquid Magic (Science Club)* by Philip Watson  
*Windows on Science Management Guide* by Joan Westley  
*Floating and Sinking* by Franklyn M. Branley

**Field Studies**

Some suggestions for a field trip are as follows:

- Take the student to a local boat show or hobby show.
- Visit a harbour or docks at a lake to look at the boats.
- Visit a bakery, ethnic bakery, and markets to find out about different breads.
- Visit an art gallery to view native art.
- Visit the library or various cultural centres, such as the Ukrainian Cultural Heritage Village, to learn about other cultures.

Guest speakers might include family or community members to talk about

- birthday customs or any other events or celebrations in another culture
- family and heritage traditions, such as music, art, dances, and celebrations
- games they played as children

## **Suggested Activities**

At any time during class time, or after the day's lessons, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency words and spelling words
  - alphabetically
  - by length (from short to long or long to short)
  - by the same sounds (in any part of the word)
  - by easy words
  - by tricky words
- Read and clap out the syllables in high-frequency words and spelling words.
- Use modelling clay to construct a word. The student can roll out and shape the letters of a word, place them on cardboard, and feel the shape of the letters while saying them aloud.
- Make a set of cards from the words in each selection to play Bingo.
- Encourage the student to participate in family and community events by doing the following:
  - playing indoor and outdoor games together
  - talking about family traditions: how they got started, and what is fun, interesting, and important about them (The student can make a booklet showing a drawing and information about them.)
  - recording special family and community events and celebrations on the student's calendar
  - attending various sporting events
  - attending cultural events that celebrate the traditions of various ethnic groups
- Preserve family customs and traditions by doing the following:
  - starting a family scrapbook with souvenirs from special occasions, like ticket stubs, menus, and so on
  - beginning a collection of videotapes about special family occasions or celebrations
  - keeping a file of favourite family recipes
  - starting a book of photographs
  - making audiocassettes, CDs, or video tapings with family members (Each person says what is special about the family and talks about family stories and special times together.)

**Resources Supplied with Module 7**

- *Ideas That Sing!* Volume 1 CD
- *Music and Movement in the Classroom* CD #1 and CD #2
- *Collections: Let the Feast Begin*
- *Collections: Making Fortune Cookies*
- *Collections: Fancy Dancer at the Powwow*
- *Collections Writing Dictionary*
- *Level B: Modern Curriculum Press Phonics*

The following material from the Appendix of the Student Module Booklet should be removed and ready to use prior to the lessons. The Appendix materials included with Module 7 are as follows:

- Calendar Page
- Calendar Picture Page
- egg template
- boat template 1
- boat template 2
- Word Game

Charts from previous modules will continue to be referenced as well.

**Materials You Need for Module 7**

In addition to the resources that come with the course, the student will require the following materials.

The materials required should be readily available. Ensure any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
  - lined and unlined
  - legal size unlined paper
  - Bristol board
  - construction paper
  - poster paper
  - sheets of coloured paper
  - mural paper
- HB pencils and eraser
- crayons (wax and pencil), watercolour set, and paintbrush
- masking tape (narrow and wide) and transparent tape
- letters of the alphabet
- index cards (coloured and white)

- calendar components: three metal rings, a pocket chart (which can be purchased or made of poster paper), a current calendar
- an area set aside for a Calendar Wall and a Calendar Corner
- books, magazines, and other reading material
- old magazines, calendars, store flyers, and catalogues (to use for projects)
- duotang for the student's journal
- CD player
- tape recorder, blank audiocassette, and a microphone for recording (Some recorders have built-in microphones.), or a computer with recording capability
- various sizes of envelopes and containers for holding items
- any type of modelling clay
- glue, scissors, and a ruler
- globe, atlas, and a current map of Canada that shows the territory of Nunavut
- a junior dictionary
- yarn scraps
- tub to hold water
- mixing spoon, two mixing bowls, measuring cup, fork, measuring spoons, cookie sheets, non-stick spray or margarine, flour, butter, sugar, raisins, baking powder, baking soda, egg, buttermilk
- 15 objects that sink or float, such as cork, Ping-Pong ball, wood, marbles, coins, nails, Styrofoam, leaf or lettuce leaf, paper clips, Lego blocks, synthetic sponge, small toys, rock, wax paper, fabric, feather, ball, empty plastic bottle, lid, apple, ice cube, pencil
- scarf
- art materials (sparkles, string, yarn, cardboard, buttons, balloons)
- aluminum foil
- Styrofoam deli trays or meat trays (enough for each student)
- Styrofoam pieces

- toothpicks
- nail (about 10 cm long)
- pin
- small plastic container
- large corks (not from wine)
- plastic lids
- round toothpicks or skewers
- different-sized empty plastic bottles with caps
- plastic cup
- ball that bounces
- alcohol, cooking oil, salt, three tall glasses (optional)
- two balloons
- four sets of weights (washers, pennies, paper clips, marbles, math manipulatives)
- rolling pin or glass bottle
- cellophane
- one package of yeast, flour, sugar, one egg, non-stick spray or margarine, salt, mixing spoon, mixing bowl, measuring cup and spoons, cookie sheet, pastry brush
- long drinking straws
- variety of large elastics
- small aluminum foil loaf pan
- cardboard milk carton
- thick cardboard, newspaper, wax paper
- string

## Daily Summary

### Day 1

#### Materials You Need Today

##### General Supplies

- ☐ box containing required materials

##### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

##### Math Time

- ☐ Grade Two Mathematics program

##### Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #2

##### Language Arts

- ☐ *Collections: Let the Feast Begin*
- ☐ Thematic Assignment Booklet 7A
  - Day 1: Assignment 1

##### Journal Time

- ☐ journal

##### Silent Reading

- ☐ books, magazines, or other favourite reading material

##### Looking Back

- ☐ Thematic Assignment Booklet 7A
  - Day 1: Learning Log

##### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10–30 minutes)

If your student has mastered the months of the year and days of the week, you may wish to shorten the time spent on calendar activities or go directly into the day's lessons. The materials for Calendar Time will continue to be included in the Appendix of the Student Module Booklet for your use. Follow the daily procedure from previous modules if your student needs more practice with these skills. Calendar Time will continue to be cited in the Student Module Booklet and the Home Instructor's Guide with a generic statement to follow the previous routine.

If you are continuing with a calendar from the previous module, begin your usual calendar routine. When you finish the calendar you are working on, follow the procedure below to start a new month.

To start a new month, take out a new Calendar Page from the Appendix of the Student Module Booklet. Help the student fill in the name of the month and the numbers for the dates of the month. Have the student draw a picture for the month on the Calendar Picture page. The drawing can be a scene that reflects the month's weather or season or a special event that occurs during the month (a family birthday, a family gathering, or a holiday).

Calendar Time activities help the student develop a sense of order and time. Learning the days of the week and the months of the year will provide many chances for the student to work with numbers and the concept of time.

Highlighting special family events on the calendar can make the learning process more meaningful.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 1 in the math program.

**Music and Movement** (Time recommended: 20 minutes)

Do the following stretching activities now and a few times today and throughout the module as a break. Also do them after doing any physical activities as a cool down. Adjust any of the stretches or use others that are better suited to your student's physical abilities.

Hold each stretch for 15 to 20 seconds. Emphasize that stretches should never hurt and to do the stretch just until you feel it. With the student, try the following:

- Reach for the sky with arms outstretched.
- Stand on tiptoe and reach for the sky.
- Clasp your hands behind your back and lift your arms up until you feel the stretch.
- Put your arms over your head and hold the elbow of one arm with the hand of the other arm. Gently pull the elbow behind your head. Repeat with the other arm.
- Sit in a comfortable position and very slowly roll your neck slowly to one side. Keep your back straight. Repeat in the other direction.

- Lie on your back and put your legs up on a wall. Keep the lower back flat. You should be about ten centimetres away from the wall. Stay like this for at least one minute.
- Raise your eyebrows and open your eyes as wide as possible. At the same time open your mouth as wide as possible and stick out your tongue. Hold this for five to ten seconds. This stretch takes the tension from the face and will make you smile.

Play “Dancin’ Machine” while the student performs steady beat movements a few times today and on Day 2 as a break.

### **Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the selection “The Birthday Surprise.”

### **Journal Time**

The student responds to the selection “The Birthday Surprise” in the Reading Response section of his or her journal.

This journal was set up in Module 1A with loose-leaf sheets in a duotang. The journal has two sections—a Personal Writing section and a Reading Response section. At the completion of each Student Module Booklet, entries from each of the sections are selected from the journal to submit to the teacher along with the Assignment Booklet.

**Assignment Booklet:** The student writes sentences using words from the selection “The Birthday Surprise.”

### **A Special Food**

Print the module number and day (M7D1) on the illustration and description of the cake or special food for submission to the teacher on Day 9.

### **Lunch**

### **Silent Reading** (Time recommended: 10 minutes)

If the student subscribes to periodicals, such as *OWL*, *ChickaDEE*, *WILD*, or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a story from the resources listed.

It is important that both of you read silently for 10 to 15 minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, even to help the student with a word.

Encourage the student to use reading strategies if he or she runs into a difficult word. Remember, you are modelling silent reading. Become involved with your reading material.

As this is silent time, try to prevent any interruptions.

Ensure the reading material the student has will be all that he or she needs during reading time.

When you have finished reading, take a few minutes to discuss what you both have read. Talk about the impressions and feelings you both had while reading. As a reading model, be excited about silent reading time. Be enthusiastic about discussing what you have read.

**Phonics** (Time recommended: 20–30 minutes)

Review the concepts taught in the *Level B: Modern Curriculum Press Phonics* book as needed with the student. Have the student read the fold-out booklets from the phonics book on a regular basis. The student may read these during Silent Reading.

Dictation will be given on a regular basis as a phonics review and reinforcement.

The dictation sentences will now be found in the Home Instructor's Guide so the student cannot see them, as opposed to previous modules, where they were in the margin note of the Student Module Booklet.

Review the phonics lesson and dictate the following sentences.

1. Why did my bird Molly fly up there?
2. My puppy Freddy makes me happy.
3. That baby likes to cry.
4. A bunny can be very shy.

**Health and Life Skills** (Time recommended: 60 minutes)

The student learns ways to show appreciation to friends and others.

Print the module number and day (M7D1) on the page listing ways of showing appreciation and the picture of the student showing appreciation for submission to the teacher on Day 9.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 1.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If you are beginning a chapter book, the student could draw and colour or paint a picture of a favourite part from the chapter you read. Under the picture he or she can print a caption about that part of the story. Have the student draw and print a caption each day for each chapter. At the end of the book, the student can bind the pictures together into a booklet and make a title page. The student can then read the booklet and look at the pictures as a review of what the story was about. Have the student display the booklet.

If you are not beginning a new book today, do this activity with the next chapter book you read to the student.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 2

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Journal Time

- ☐ journal

#### Language Arts

- ☐ *Collections: Let the Feast Begin*
- ☐ Thematic Assignment Booklet 7A
  - Day 2: Assignment 2

#### Silent Reading

- ☐ books, magazines, or other favourite reading material

#### Science

- ☐ 15 objects that sink or float, such as cork, Ping-Pong ball, apple, wood, marbles, coins, nails, Styrofoam, leaf or lettuce leaf, paper clips, Lego block, synthetic sponge, small toys, rock, wax paper, fabric, feather, ball, empty plastic bottle, lid, ice cube, pencil
- ☐ tub of water
- ☐ large sheet of poster paper or construction paper
- ☐ Thematic Assignment Booklet 7A
  - Day 2: Assignment 3

#### Looking Back

- ☐ Thematic Assignment Booklet 7A
  - Day 2: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 2 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

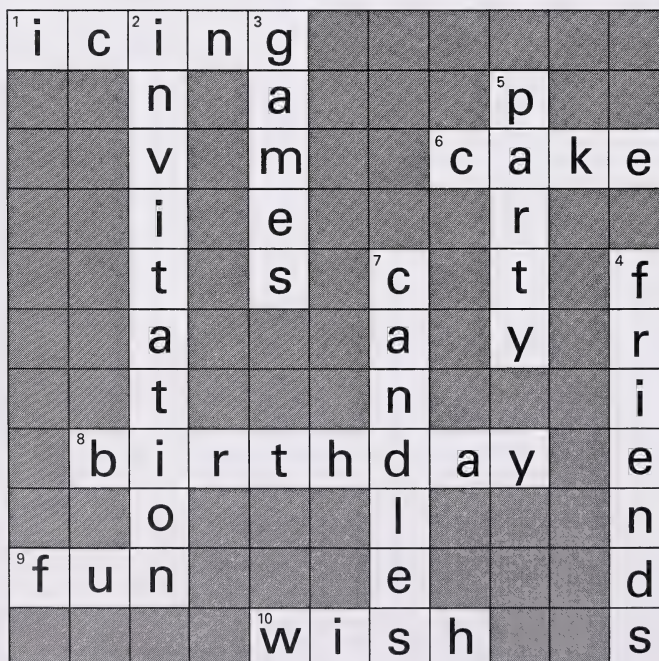
**Language Arts** (Time recommended: 60–90 minutes)

The student responds to the selection “The Birthday Surprise.”

**Assignment Booklet:** The student writes words that describe the characters’ feelings.

### Birthday Customs

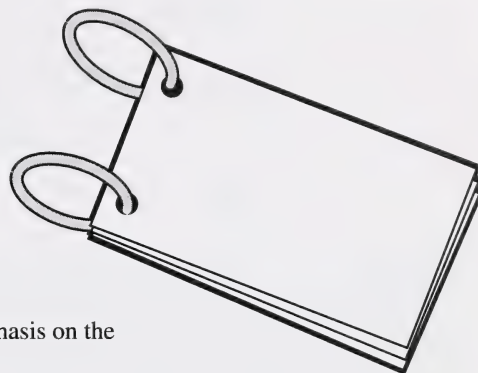
Answers to the crossword puzzle are given.



**Words I Use Often** (Time recommended: 15 minutes)

At the end of Module 6, the words from the Word Wall were removed and placed in two-ringed booklets as follows:

- one containing coloured flash cards with high-frequency words or words used often
- the other containing theme words or personal-interest words and words from stories on white flash cards



On occasion, review the cards in the ringed booklets, with an emphasis on the high-frequency words.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance without pausing to sound them out.

Today's words are **several** and **city**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the following activities.

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.
2. Print the word on a piece of paper and focus the student's attention on individual letters. Ask the following questions:
  - What is the beginning sound?
  - What is the name of the letter that makes the sound?
  - What is the ending sound?
  - Which word has y as a vowel sound?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing on paper.
5. Make a list of words that rhyme with the new word and contain the same word ending or beginning, such as **several** and **seven** or **city** and **kitty**, **silly**, or **fifty**.

**Enrichment (optional)**

The student can write about a situation in which he or she experienced one or more of the feelings listed in the "How Does It Feel?" activity.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics (Time recommended: 20–30 minutes)**

Review the phonics lesson and dictate the following sentences to the student.

1. Chip has a toy ship.
2. Where did you put the pack of crackers?
3. Put the peach in the dish.
4. My teeth are white.

**Science (Time recommended: 60–90 minutes)**

The student learns to distinguish between materials that sink in water and those that float.

Choose seven or eight from the following list of floaters:

- a cork
- wax paper
- feather
- leaf or lettuce leaf
- small piece of wood or a twig
- Styrofoam cup or piece from a foam egg carton
- apple
- ice cube
- Ping-Pong ball
- empty detergent bottle

Choose seven or eight from the following list of sinkers:

- marbles
- coins
- nails
- paper clips
- synthetic sponge (A real one will float.)
- small toys (Some may float.)
- rock
- fabric or sock (will eventually sink)
- ball
- pencil

Provide a container of water, like a tub.

**Assignment Booklet:** The student identifies materials that float and sink.

**Enrichment (optional)**

The student may wish to test more objects. If so, make a chart like the one in the Student Module Booklet and have the student make predictions and record his or her observations in it.

**Looking Back (Time recommended: 10 minutes)**

Review the day's activities and learning with the student. Complete the Learning Log for Day 2.

**Story Time (Time recommended: 10 minutes)**

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

### Day 3

#### Materials You Need Today

##### General Supplies

- ☐ box containing required materials

##### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

##### Math Time

- ☐ Grade Two Mathematics program

##### Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD
- ☐ a soft, flowing scarf or a long, narrow piece of soft fabric

##### Language Arts

- ☐ *Collections: Let the Feast Begin*
- ☐ Thematic Assignment Booklet 7A
  - Day 3: Spelling Pre-Test

##### Art

- ☐ various art materials (sparkles, string, yarn, cardboard, buttons, balloons)

##### Silent Reading

- ☐ books, magazines, or other favourite reading material

##### Science

- ☐ tub of water
- ☐ aluminum foil
- ☐ small plastic container
- ☐ non-water soluble modelling clay (for example, Ocaldo brand)
- ☐ Styrofoam pieces, corks, plastic lids, toothpicks, glue (not white glue)

##### Looking Back

- ☐ Thematic Assignment Booklet 7A
  - Day 3: Learning Log

##### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 3 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play “Wishes” while the student dances along to it a few times today and on Day 4 as a break. In addition, do the stretching activities listed in Day 1 a few times today and on Day 4.

For the scarf dance, provide a soft, flowing scarf or a long, narrow piece of fabric.

Have the student move creatively to the song using the scarf. Give the student the following instructions:

- Move the scarf around, above, behind, in front, and on either side of you.
- Move the scarf from a low level to a high level, from a high level to a low level, and up and down.
- Change directions and pathways.
- Trail the scarf behind, around, and beside you as you move.

Do a scarf dance along with the student to demonstrate different moves. Make sure the student is moving to the rhythm of the music. Play the song several times as the student does a scarf dance to it.

**Language Arts** (Time recommended: 60 minutes)

The student reads and responds to the story “The Birthday Surprise.”

Following is some sample information to be included on an invitation to a party.

Things to write on an invitation:

- who the party is for
- where the party is
- when the party is
- how old the person is (if it’s a birthday party)
- what time the party starts
- what time it ends
- special information (bring a swimming suit, bring skates, meet at the mall, and so on)

Following are a sample plan and an invitation.

#### Plan

- surprise birthday party for Megan
- she's turning eight
- it's at Lucy's house
- from 4 to 7
- dinner

#### Invitation

**You're invited to a surprise birthday party!**

**For:** Megan, who's turning 8

**At:** Lucy's house (110 Fir Street)

**Time:** from 4 to 7

We'll have dinner.

Remember to keep this a **secret**!

If your student has access to a computer, this is an excellent opportunity for your student to use it to learn different techniques and tools for communicating. The student can also use a computer program to design the card. Check that the required information is included.

Print the module number and day (M7D3) on the invitation for submission to the teacher on Day 9. Make sure the student's name is on it.

#### Enrichment (optional)

The student may choose to do one of the following activities:

- Research a variety of resources to learn about birthday customs in other countries.
- Design a birthday hat or a hat for any other occasion. Encourage the student to use her or his imagination to create an original, funny, interesting, unusual, or beautiful hat or crown. Provide a variety of art materials. The student can use favourite colours and designs and then glue on materials, such as sparkles or charms.

#### Lunch

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 15–30 minutes)

Today you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student's ability to spell specific words without giving him or her the opportunity to study or even glance at the words prior to the test.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

By pretesting, you can determine if the student already knows the words or if particular instruction and practice is required. If the student accurately spells the words, it is not necessary to spend more time on them. The student should be encouraged to select other words to study. These could come from the New Words list or any theme words encountered thus far.

**Assignment Booklet:** Give the student the pre-test. Do not let the student see the words beforehand. Test the student on these six words.

turn	done
group	body
half	red

When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence but not as a beginning word.
- Repeat the word.

After the pre-test, have the student print each word on a coloured index card (a different colour than the high-frequency word index cards) and tape it on the Word Wall under the appropriate letter.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson and dictate the following sentences to the student.

1. You have a cut on your knee.
2. I have a sharp knife.
3. Knock on the door and then turn the door knob.
4. I knew you could knit.

**Science** (Time recommended: 60 minutes)

The student discovers how to alter or add to a floating object so that it will sink.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 3.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 4

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Language Arts

- ☐ *Collections: Let the Feast Begin*
- ☐ Thematic Assignment Booklet 7A
  - Day 4: Assignment 4

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Science

- ☐ different-sized empty plastic bottles with caps
- ☐ cup
- ☐ aluminum foil
- ☐ non-water soluble modelling clay
- ☐ two balloons
- ☐ empty plastic container
- ☐ Thematic Assignment Booklet 7A
  - Day 4: Assignment 5

## Looking Back

- ☐ Thematic Assignment Booklet 7A
  - Day 4: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 4 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes about a special celebration in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the story “The Best Present Ever.”

**Assignment Booklet:** The student writes sentences using words from the selection.

**A Special Gift**

Print the module number and day (M7D4) on the description of a special gift for submission to the teacher on Day 9. Make sure the student’s name is on it.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 5–15 minutes)

Today’s words are *sea* and *himself*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson and dictate the following sentences to the student.

1. There is a saddle on the table.
2. What’s in the bottle?
3. I love a good pickle.
4. Did you find the turtle?

**Science** (Time recommended: 60 minutes)

The student discovers how to alter or add to a sinking object so that it will float.

**Assignment Booklet:** The student shows how to make a sinker float.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 4.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 5

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD

#### Language Arts

- ☐ *Collections: Let the Feast Begin*
- ☐ book: *The Keeping Quilt* by Patricia Polacco (optional)
- ☐ book: *The Patchwork Quilt* by Valerie Flournoy (optional)
- ☐ Thematic Assignment Booklet 7A
  - Day 5: Assignment 6

#### Journal Time

- ☐ journal

#### Language Arts/Mathematics

- ☐ mixing spoon, two mixing bowls, measuring cup, fork, measuring spoons, cookie sheet, non-stick spray or margarine, flour, butter, sugar, raisins, baking powder, baking soda, egg, buttermilk

continued . . .

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Looking Back**

- ☐ Thematic Assignment Booklet 7A
  - ☐ Day 5: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 5 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play “Wishes” while the student sings and moves to the rhythm a few times today and on Day 6 as a break. In addition, do the stretching activities listed in Day 1 a few times today and on Day 6.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the report “It’s a Tradition!” Before reading the selection, have the student talk about events and activities his or her family does on a regular basis, such as going to Grandma’s for supper every Sunday, going shopping every Saturday morning, going to a place of worship, renting a video movie every Friday night, and so on. Get the student to say why these events are repeated, perhaps because they are fun, pleasurable, and involve “togetherness.” Other events are part of a family’s customs and beliefs.

If you have the book *The Keeping Quilt* or *The Patchwork Quilt*, read it to the student now. You may also read one of the other books suggested in Reading Resources. Afterward, talk about what the student learned from the story.

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the report “It’s a Tradition!” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using the new words from the report “It’s a Tradition!”

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson and dictate the following sentences to the student.

1. Will you write me a letter?
2. You went the wrong way!
3. I will wrap the gift for you.
4. I can't bend my wrist.

**Language Arts/Mathematics** (Time recommended: 60 minutes)

The student follows a recipe and makes scones. Have the ingredients and other materials handy.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 5.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 6**

**Materials You Need Today**

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

continued . . .

**Language Arts**

- ☐ *Collections: Let the Feast Begin*
- ☐ Thematic Assignment Booklet 7A
  - Day 6: Assignment 7

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Looking Back**

- ☐ Thematic Assignment Booklet 7A
  - Day 6: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 6 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the report “It’s a Tradition!”

Following is a sample Heritage Festivals chart.

<b>Festival</b>	Trung Thu	Kwanza	Easter	Icelanders' Day
<b>Child's Name</b>	Huy	Josephine	Anthony	Vala
<b>Home Country</b>	Vietnam	an African country	Ukraine	Iceland
<b>Season</b>	fall	winter	spring	summer
<b>Details</b>	<ul style="list-style-type: none"> <li>• beauty of the moon</li> <li>• harvest</li> <li>• parade with masks and lanterns</li> <li>• sweet moon cakes</li> <li>• Children's Day with toys for children</li> </ul>	<ul style="list-style-type: none"> <li>• a seven-day festival</li> <li>• table is set with candle holder and special cup</li> <li>• each night one of seven candles is lit (first the black then the green and then the red ones)</li> <li>• friends and family sip from the cup</li> <li>• give gifts and tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• Easter bread is made</li> <li>• decorate eggs</li> </ul>	<ul style="list-style-type: none"> <li>• rolled pancakes</li> <li>• fireworks</li> <li>• parade with model of old Viking long boat</li> <li>• contest—two people sit on log and have pillow fight</li> </ul>

Following is a sample recount of the scone-making tradition.

### **My Family Tradition**

I love Saturday mornings. My mom, my dad, my brother Joey, and I get together to make my grandma's delicious scones using her old recipe. It still hangs on the kitchen wall. My grandpa didn't like raisins, so Grandma would put them in only half the mixture. And that's how we still make the scones today. We like them nice and hot out of the oven, with butter and homemade strawberry jam. Yum!

Following is the student's record of the home instructor's recount.

**Title:** My Family Tradition  
**What:** making scones  
**Where:** at home  
**When:** Saturday morning  
**Why:** because they like to eat them  
**Who:** Mom, Dad, Joey, me  
**Events:** follow recipe, use half raisins, bake, eat hot  
**Ending:** told how good

## **Lunch**

### **Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

### **Words I Use Often** (Time recommended: 15 minutes)

Today's words are *money* and *didn't*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

### **Spelling** (Time recommended: 30 minutes)

The spelling words for this module are *half*, *turn*, *group*, *done*, *body*, and *red*. As a result of the pre-test on Day 3, you and the student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words.
- Look for consonant blends, such as *gr* in *group*.
- Use your finger as a pencil to print the word on your arm, desk, or table.
- Say the word slowly to help you spell the word.

If the student could correctly spell all six words given in the pre-test, have him or her practise the personally chosen words from the selections.

Word Search Solution



**Phonics** (Time recommended: 20–30 minutes)

**Assignment Booklet:** Dictate the following sentences as the student writes them in the Assignment Booklet.

1. Look at that large star.
2. It is so dark out.
3. A shark is a smart animal.
4. Is that your dog that likes to bark?
5. I need a jar of jam for my scone.

**Language Arts** (Time recommended: 45–60 minutes)

The student plans and goes on a scavenger hunt.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 6.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 7

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD
- ☐ ball that bounces

#### Language Arts

- ☐ *Collections: Let the Feast Begin*
- ☐ egg template from the Appendix of the Student Module Booklet

#### Silent Reading

- ☐ books, magazines, or other favourite reading materials

#### Spelling

- ☐ Thematic Assignment Booklet 7A
  - Day 7: Assignment 8

#### Looking Back

- ☐ Thematic Assignment Booklet 7A
  - Day 7: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 7 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play “Pop Goes the Weasel” while the student sings along with it. Play the ball game a few times today and on Day 8 as a break. In addition, do the stretching activities listed in Day 1.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the report “It’s a Tradition!”

Following is a sample chart for capital usage.

**Use a capital letter for the following:**

- names of
  - people
  - places
  - days of the week
  - months
  - celebrations
- the beginning of sentences
- titles
- “I” standing alone

Following is a sample capital letter chart.

Capital Letters					
1	Rita Lily	2	Derek Austyn	3	Westlock
4	Sandra Lee White	5	October	6	Tuesday, December 2
7	The Three Billy Goats Gruff	8	Icelander's Day Easter	9	On, Saturday, I, Grandma, M's

Print the module number and day (M7D7) on the page of capitalized words for submission to the teacher on Day 9. Make sure the student’s name is on it.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 20–30 minutes)

The student reviews the spelling words for this module.

**Assignment Booklet:** The student writes six sentences that contain the spelling words from the pre-test (or personally chosen words).

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson and dictate the following sentences to the student.

1. She picked up the fork.
2. Did you like that story?
3. I love to eat corn on the cob.
4. Do you think the cork will float?

**Art** (Time recommended: 60 minutes)

Print the module number and day (M7D7) on the decorated Easter egg for submission to the teacher on Day 9. Make sure the student's name is on it.

**Enrichment (optional)**

Using a variety of resources, have the student learn about the designs, symbolism, and history of the Ukrainian Easter egg. He or she can make a booklet showing a design on each page.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 7.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 8

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Language Arts

- ☐ *Collections: Making Fortune Cookies*
- ☐ Thematic Assignment Booklet 7A
  - Day 8: Assignment 9

## Science

- ☐ plastic straws
- ☐ non-water soluble modelling clay
- ☐ tub of water
- ☐ rubbing alcohol, cooking oil, salt, three tall glasses (optional)

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Looking Back

- ☐ Thematic Assignment Booklet 7A
  - Day 8: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 8 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the story *Making Fortune Cookies*.

**Assignment Booklet:** The student writes sentences using words from the selection *Making Fortune Cookies*.

**Enrichment (optional)**

The student can do any of the following:

- Make the fortune cookies by following the recipe in the book.
- Write about how he or she celebrates New Years and explain how it is similar to or different from Mei and Ming's sharing of fortune cookies.
- Draw a picture of something he or she does with a grandparent or other person in the family. Write a description of who is in the picture and what they are doing.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 15 minutes)

Today's words are *cut* and *true*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson and dictate the following sentences to the student.

1. I like that purple shirt.
2. When will it be my turn?
3. That girl likes to swim in the river.
4. I like summer best.

**Science** (Time recommended: 60 minutes)

The student experiments with making a plastic straw float upright in water.

**Enrichment (optional)**

Using upright straws, experiment with the densities of different liquids.

**Step 1:** Prepare three identical straws with non-water soluble modelling clay on the end (as before) or use one straw and clean it between experiments.

**Step 2:** Add tap water to a tall glass of water and have the student place a straw in the water. With a felt pen, mark on the glass where the straw sits. Take the straw out. Add salt to the water and mix it well. Place the straw back in the water and mark on the glass where it sits now. Compare the two marks. The straw will sit higher in salt water than in tap water because salt water is denser than tap water. If it doesn't sit higher yet, add some more salt, mix thoroughly, and check again. Keep adding salt to the glass until the straw sits higher than it did in plain tap water.

**Step 3:** Using two more identical tall glasses, fill one with rubbing alcohol and one with cooking oil, both to the same level as the salt water in the first glass. Place one straw in each liquid and mark on the glass where it sits.

**Step 4:** Compare all the marks. Draw some conclusions about the four liquids. Remember, if the straw sits higher, the liquid is denser. If the straw sits lower, the liquid is less dense.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 8.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 9

**Materials You Need Today**

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

## Language Arts

- ☐ *Collections: Let the Feast Begin*
- ☐ Thematic Assignment Booklet 7A
  - Day 9: Assignment 10

## Journal Time

- ☐ journal

## Science

- ☐ non-water soluble modelling clay
- ☐ tub of water
- ☐ four sets of weights, such as pennies, paper clips, marbles, washers, math manipulatives
- ☐ rolling pin or glass bottle

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Looking Back

- ☐ Thematic Assignment Booklet 7A
  - Day 9: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 9 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

The student will learn to clap accents and rhythm patterns. Play “Hand Jive” while the student claps to it a few times today and on Day 10 as a break. In addition, do the stretching activities listed in Day 1.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the selection “It’s Your Turn.”

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the selection “It’s Your Turn” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection “It’s Your Turn.”

**My Favourite Game**

Print the module number and day (M7D9) on the drawing of the student playing a game for submission to the teacher at the end of the day. Make sure it has a title that describes the action, such as “We’re Playing Tag” or “My Friends and I Playing Tag.”

**Enrichment (optional)**

The student can do one or more of the following:

- Follow the rules to play one of the games from the selection.
- Make a paper plan of a hopscotch game.
- Make the bridge for marbles like the one on page 21 of *Let the Feast Begin*.
- Make a list of computer games he or she likes to play.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson and dictate the following sentences to the student.

1. We'll bring the hot dogs.
2. Kim said she'll take the bus.
3. They'll come home with us.
4. I don't think he'll make it.

**Science** (Time recommended: 90 minutes)

The student assembles materials so they will float, carry a load, and be stable in water.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 9.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Send Assignment Booklet 7A and other items for mailing to the teacher now.** Use the **Items for Mailing** checklist at the end of Assignment Booklet 7A to assemble all the necessary work.

## ASSIGNMENT BOOKLET 7A

Grade Two Thematic  
Module 7A: Days 1–9

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

# INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

## MAILING

### 1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

### 2. Postage Rates

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

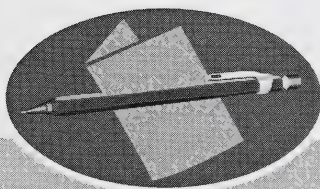
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

# **Grade Two Thematic**

## **Module 7A**

### **Participate and Be Active**

#### **ASSIGNMENT BOOKLET 7A**



Learning  
Technologies  
Branch

**Alberta**  
LEARNING

Grade Two Thematic  
Module 7: Participate and Be Active  
Assignment Booklet 7A  
Learning Technologies Branch

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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**Assignment 1**

Write a sentence for each of the new words **pulled** and **she'll**. Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing reading ability? Refer to today's reading activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies the main ideas in a story     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •describes the story details              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •relates personally to parts of the story |

Use this space for questions or comments about the student's developing reading ability. You may also make general comments about the day's work.

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## Student's Comments

What would you like to tell your teacher about today's lesson?

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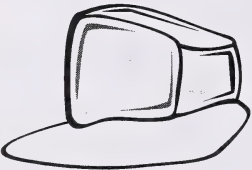
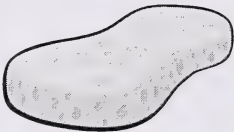

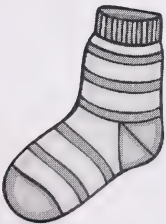

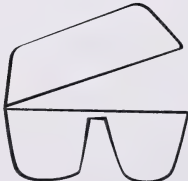

**Assignment 2**

Turn to the selection "The Birthday Surprise." Read the page listed in the first column aloud. Then read the sentence in the second column. Print how you think the character felt in the "Feelings" column.

<b>Page</b>	<b>What Happened</b>	<b>Characters</b>	<b>Feelings</b>
7	The children found coins and little toys inside the envelopes.	the children	
8	Felipe smiled as he tasted the noodles.	Felipe	
9	"My cake is shaped like a peach!"	Megan	
10	Megan talked about the party at home with her parents.	Megan	

## Assignment 3

Circle the objects that will float on water. Put an X on the objects that will sink.

			
			
			
 1	 2		

<sup>1</sup> © 2003–2004 www.clipart.com

<sup>2</sup> Ibid.

# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to infer a character's feelings? Refer to today's "How Does It Feel?" activity. Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses an appropriate word to describe a character's feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses a variety of words                                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •explains the reason for selecting the "feeling" words       |

Add any comments you have about the day's work.

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## Student's Comments

What would you like to tell your teacher about the story you read today?

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**Spelling Pre-Test**

Listen carefully to the words your home instructor gives you. Print the words neatly on the lines below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in writing? Refer to today's "An Invitation" activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes who the party is for                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes where the party will be held           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • includes the start and end times of the party |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • includes special information                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints letters of equal size                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints correctly-formed letters               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • puts spaces between the words                 |

Add any comments you have about the student's skill in writing an invitation or any general comments you may have.

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## Student's Comments

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**Assignment 4**

Write a sentence for each of the new words **picnic**, **lunch**, **present**, and **idea**.  
Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

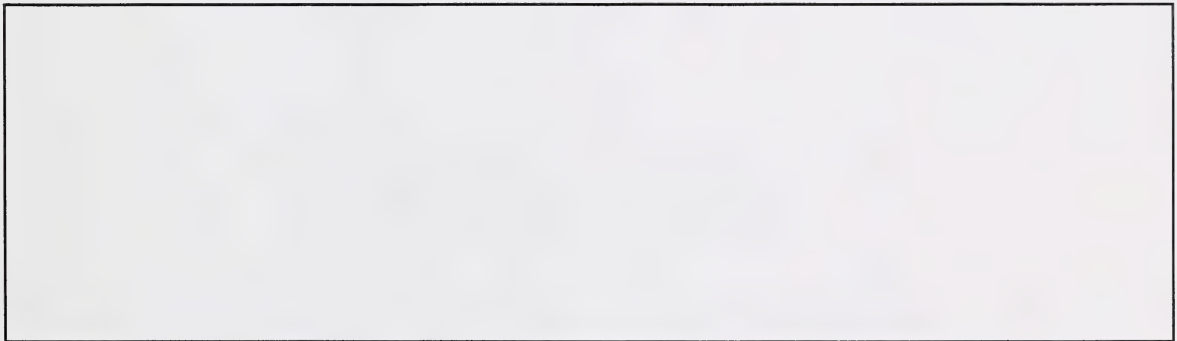
\_\_\_\_\_

**Assignment 5**

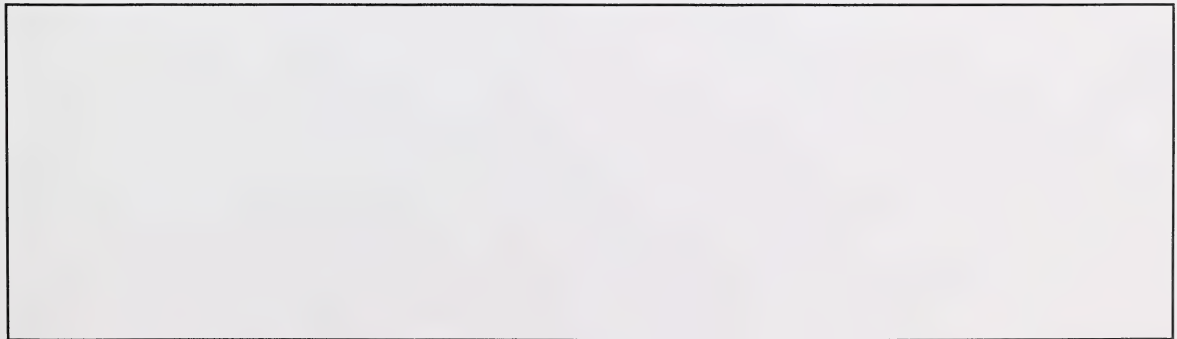
1. Shane has a ball of clay. When he puts it in a tub of water, it sinks. Draw how Shane could change the shape of the clay so that it would float.



2. Mia wants to make her marble float. Draw how Mia can make her sinker float.



3. Show how Corky can make his aluminum boat sink.



# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing skills in science? Check **yes** or **not yet**.

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

- distinguishes between materials that sink in water and those that float

- is aware that some "floaters" sit mostly above water, while others sit mostly below water

- alters or adds to a floating object so that it will sink

- alters or adds to a non-floating object so that it will float

Add any comments you have about the student's developing skills in science or about the day's work.

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## Student's Comments

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## Assignment 6

Write a sentence for each of the new words **bread**, **summer**, **again**, **pancake**, and **clap**. Underline the new words in each sentence.

1. \_\_\_\_\_



2. \_\_\_\_\_

3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing reading skills? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •explains the concept of a family tradition     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •explains why heritage traditions are important |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •relates personally to one of the traditions    |

Add any comments you have about the student's developing reading skills or about the day's work.

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## Student's Comments

What would you like to tell your teacher about your reading?

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**Assignment 7**

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in green the words that have the letters **ar**.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing writing skills? Refer to today's planning and writing a recount. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies and describes the main information from a selection |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •categorizes the information on a chart                         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •describes the details of each celebration                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies key words   |

Add any comments you have about the student's development in writing skills.

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## Student's Comments

What would you like to tell your teacher about your day?

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**Assignment 8**

Write a sentence for each of these words.

1. half

2. turn

3. group

4. done

5. body

6. red

Underline the spelling word in each sentence.

1.

2.

3.

4.

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's use of capital letters? Refer to today's "Using Capitals" activity. Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies some of the rules for capitals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies all the rules for capitals     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •edits his or her own writing for capitals |

Add any comments you have about the student's writing skills.

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## Student's Comments

The hardest thing I did today was \_\_\_\_\_

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**Assignment 9**

Write a sentence for each of the new words **baking**, **cookies**, **inside**, **luck**, and **recipe**. Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's enjoyment of and ability to solve problems using the scientific process of experimentation? Refer to today's "Straw Magic" activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys developing own plan for solving a problem                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • constructs creative strategies for solving a problem                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • analyzes the results to come up with a better solution to the problem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in discovering the buoyancy of objects              |

Add any comments you have about the student's developing ability to solve problems.

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## Student's Comments

What would you like to tell your teacher about your day?

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**Assignment 10**

Write a sentence for each of the new words **children**, **years**, **where**, and **player**.  
Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Assignment 11**

Use the results from your experiment using modelling clay to construct three boats that float to answer the following questions. Answer in complete sentences.

1. What did you have to do to the ball of modelling clay to make it float?

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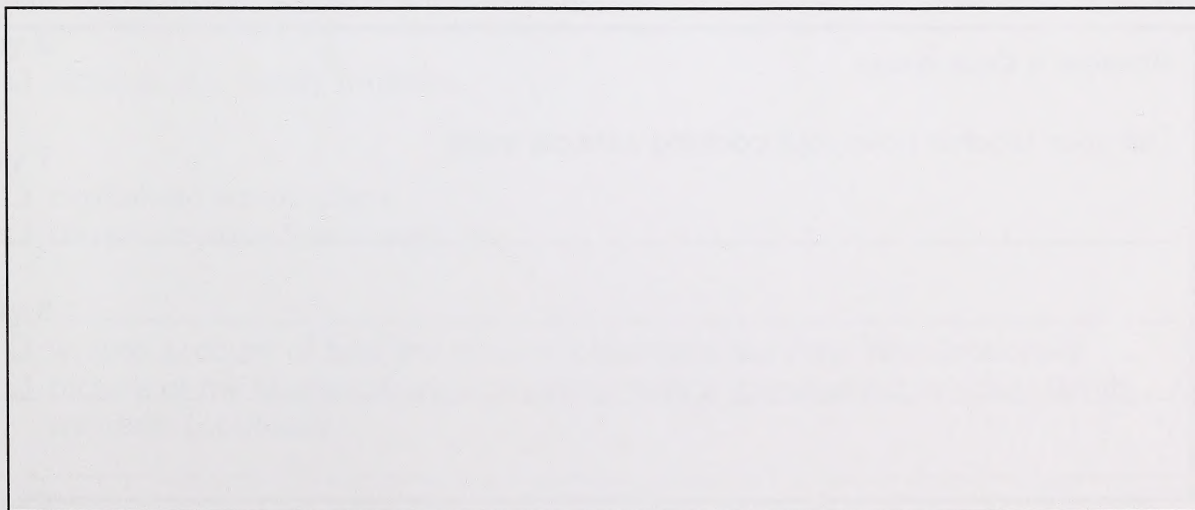
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2. Which floating craft that you made using modelling clay floated the best and carried the biggest load? Describe it and draw a picture of it in the box.

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# Learning Log

## Home Instructor's Comments

What have you noticed about the student's developing reading skills? Refer to this morning's reading lesson. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses his or her own words when talking about the selection                                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •infers ideas and information from the text by giving a reason for the longevity of the games |

Use this space for questions you may have or other comments about the student's development in reading.

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## Student's Comments

Tell your teacher how your cooking session went.

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**Grade Two Thematic—Assignment Booklet 7A**  
**Module 7A: Participate and Be Active**  
**Items for Mailing**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

**Days 1 – 9**

- ☐ Thematic Assignment Booklet 7A  
Ensure all assignments have been completed, including the Learning Logs.
- ☐ two entries from the Personal Writing section of the journal chosen by the student
- ☐ two entries from the Reading Response section of the journal chosen by the student

**Day 1**

- ☐ illustration and written description of the birthday cake or other special food
- ☐ list of ways of showing appreciation and a picture of the student showing one way

**Day 3**

- ☐ an invitation to a party

**Day 4**

- ☐ description of a special gift

**Day 6**

- ☐ recount of a family tradition

**Day 7**

- ☐ capitalized words chart
- ☐ Ukrainian-style Easter egg

**Day 8**

- ☐ written account of how the student celebrates the New Year (optional)
- ☐ picture of the student doing something with a grandparent or other family member (optional)

**Day 9**

- ☐ titled drawing of the student playing a game

